
SOCIAL STUDIES

13–23–33

A. PROGRAM RATIONALE AND PHILOSOPHY

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, and the humanities. The content serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Alberta Social Studies Program takes the following factors into account:

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.


The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of the students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies that they can apply to a variety of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two sequences for the Senior High School Social Studies Program have been developed. Although the content, skills and attitudes are similar for both sequences, the expectations for Social Studies 10–20–30 are more challenging, particularly in the



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In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two sequences for the Senior High School Social Studies Program have been developed. Although the content, skills and attitudes are similar for both sequences, the expectations for Social Studies 10–20–30 are more challenging, particularly in the

depth of concept development, the level of critical and creative thinking, and inquiry skill development. The nature of the student learning resources that are approved for each sequence differ.



B. GENERAL LEARNER EXPECTATIONS

RESPONSIBLE CITIZENSHIP

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The “responsible citizen” is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges of, and keep pace with, an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, skills and attitudes acquired from the school, the family and the community.

In order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis,

decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES

To be a responsible citizen, one needs to be well-informed about the past as well as the present, and to be prepared for the future by drawing from history and the social sciences disciplines. The knowledge objectives take into account the history of our community, the nature of a democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environments.

Knowledge objectives for social studies topics are organized through generalizations and key understandings, concepts and related facts.

- Generalizations are rules or principles that show relationships among two or more concepts.
- Key understandings are statements of major understandings related to the content of the unit.
- Concepts are ideas or meanings represented by words, terms or other symbols that stand for a class or group of things.
- Facts are parts of information that apply to specific situations; for example, specific statements about people, places, events or ideas.

SKILL OBJECTIVES

Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

- Process Skills – skills that help one acquire, evaluate and use information and ideas
- Communication Skills – skills that help one express and present information and ideas
- Participation Skills – skills that help one interact with others

Inquiry Strategies

Inquiry strategies help one answer questions, solve problems and make decisions, using process, communication and participation skills. Thinking skills are developed by providing students with many experiences, using strategies, such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section Issues and Questions for Inquiry. These sections are not intended to be exclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful and of interest to students. Issues and questions can be teacher- or student-generated.

Issues and questions may be investigated, using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies, such as the problem-solving, decision-making and inquiry process models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, a more flexible approach may be used. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, how). Decision making is a strategy that uses values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. Large issues requiring a policy decision may be addressed through an inquiry strategy. The strategies provided in curriculum documents vary from elementary through secondary levels.

<u>A Model for Answering Questions or Solving Problems</u>	<u>A Model for Making Decisions</u>	<u>A Model for the Inquiry Process</u>
<ul style="list-style-type: none"> – Define a question/problem – Develop questions or hypotheses to guide research – Gather, organize and interpret information – Develop a conclusion/solution 	<ul style="list-style-type: none"> – Identify an issue – Identify possible alternatives – Devise a plan for research – Gather, organize and interpret information – Evaluate the alternatives, using collected information – Make a decision; plan or take action consistent with the decision, if desirable and feasible – Evaluate the action plan and decision-making process 	<ul style="list-style-type: none"> – Identify and focus on the issue – Establish research questions and procedures – Gather and organize data – Analyze and evaluate data – Synthesize data – Resolve the issue – Apply the decision, or postpone taking action – Evaluate the decision, the process and, where pertinent, the action

ATTITUDE OBJECTIVES

The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities: local, regional, national, global
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community: local, regional, national, global.

C. SPECIFIC LEARNER EXPECTATIONS

The **specific** learner expectations in Social Studies 13, 23 and 33 are organized into knowledge, skill and attitude objectives. These objectives will be integrated into appropriate classroom experiences (exercises and activities) for learners. The **required** component comprises 80% of the program and is represented by topics and statements of objectives that follow. The required component contains the knowledge, skills and attitudes that all students should be expected to acquire. The **elective** component should occupy 20% of the program. The elective component provides enrichment and remediation consistent with the content and objectives of the required component and provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students.

have equal weight in the evaluation used to calculate grades. Assessment of attitude objectives should not be used in calculating grades.

The study of **current affairs** adds considerably to the relevance, interest and immediacy of the Alberta Social Studies Program. It is expected that current affairs will be handled as inclusions and extensions of curricular objectives, not as a separate topic isolated from the program. Examination of events or issues of significant local, national or international importance is encouraged, provided a balanced approach to goals of responsible citizenship is employed and the prescribed objectives of the course are met.

Evaluation, within the Alberta Social Studies Curriculum, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, student achievement and instructional resources. Evaluation is important during all phases of planning and learning. It should begin with an assessment of student needs, and include consideration of ways that basic resources and support materials can be used to improve learning. Ongoing evaluation determines how well students are achieving prescribed objectives and permits the planning of specific learning experiences. Evaluation should assess the degree of overall success in meeting learning expectations in the program including knowledge, skill and attitude objectives. Knowledge and skill objectives should

SOCIAL STUDIES 13

CANADA IN THE MODERN WORLD

Topic A: Challenges for Canada: The 20th Century and Today

DESCRIPTION

Canada has evolved into a sovereign nation with a unique identity. In order to understand the development of their country as a nation and its role in the world community, students will examine some of the forces that have shaped Canada and the factors that give Canadians their unique identity. The object of this study is to provide students with the knowledge and skills necessary to participate more effectively as citizens of Canada and the world.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- assess the strengths and weaknesses of Canada as a nation
- assess the effect of regionalism on Canada
- understand why Canada has developed as a diverse community
- develop and analyze possible solutions to current challenges for Canada as a nation.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. In choosing the issue and the question, one must fall under the national focus and one under the international focus. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- To what extent should Canadians encourage the development of a national identity?
- Should Canada provide for security by maintaining membership in regional alliances?
- How should Canada respond to current challenges/issues related to sovereignty?
- Should Canadians become more involved with global issues?

Examples of Questions

- How have Canadians developed a sense of unity as a nation in spite of diversity?
- Do regional differences contribute to or detract from the development of Canada?
- What has Canada done to become a sovereign and secure nation while promoting cooperation with other nations?
- How has Canada cooperated with other nations and international organizations?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal emphasis in the course. Equal weighting should

be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
THEME I: DIVERSITY <i>Students will be expected to understand that:</i> a. Canada is a pluralistic community with different political, social, cultural and economic dimensions	<i>Students will be expected to develop an understanding of the following concepts:</i> pluralism diversity regionalism disparity	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> Identify a variety of political, religious, economic, ethnic and cultural groups in Canada Examine geographic regions with reference to: <ul style="list-style-type: none"> • economic diversity • resource distribution • population distribution Identify socioeconomic indicators to illustrate disparity: <ul style="list-style-type: none"> • per capita income • unemployment rate • training/educational levels • cost of living • standard of living

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: DIVERSITY (continued)</p>	<p>alienation</p>	<p>Select at least one example of a group or political party to illustrate alienation; e.g.:</p> <ul style="list-style-type: none"> • Cooperative Commonwealth Federation • Union Nationale • Social Credit • Reform Party • Parti Québécois • Bloc Québécois
<p>THEME II: UNITY</p> <p><i>Students will be expected to understand that:</i></p> <p>a. there are political, social, cultural and economic factors that foster a sense of Canadian community</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>community</p> <p>interdependence compromise equalization</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Select one example of a national institution that has been used to foster a sense of community; e.g.:</p> <ul style="list-style-type: none"> • CBC • CPR • Trans-Canada Highway <p>Examine bilingualism and multiculturalism as they relate to Canadian unity:</p> <ul style="list-style-type: none"> • bilingual policies • multicultural policies <p>Select at least one example of a government policy or program that is intended to reduce economic disparity; e.g.:</p> <ul style="list-style-type: none"> • equalization payments • transfer payments • western diversification • medicare

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: IDENTITY</p> <p><i>Students will be expected to understand that:</i></p> <p>a. the Canadian identity is shaped by a variety of factors arising from our history and geography</p> <p>b. an individual's cultural identity is influenced by interaction with others</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>cultural diversity</p> <p>cultural identity</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Examine the following factors as they relate to the Canadian identity:</p> <ul style="list-style-type: none"> • national symbols • values/beliefs • our own and others' perceptions of Canada • Cultural Diversity <ul style="list-style-type: none"> – Aboriginal peoples (Inuit, First Nations, Métis) – two founding nations – other cultural groups • population distribution according to cultural background <p>Examine how one's identity is influenced by:</p> <ul style="list-style-type: none"> • family, church, community • majority/minority status • change in one's cultural identity occurs in part as a result of interaction with people

Subtopic: Canada in the World

This subtopic has three themes: *Sovereignty, Security and Cooperation.*

Generalizations and Key Understandings	Concepts	Related Facts and Content
THEME I: SOVEREIGNTY <i>Students will be expected to understand that:</i> a. Canada has evolved as a nation	<i>Students will be expected to develop an understanding of the following concepts:</i> independence sovereignty	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i> Examine the significance of the following in Canada's evolution toward a sovereign nation: <ul style="list-style-type: none">• Confederation (1867)• control of foreign policy decisions<ul style="list-style-type: none">– declaration of war/ World War I– <i>Statute of Westminster</i>, 1931– declaration of war/ World War II• the <i>Constitution Act</i>, 1982 Select one example to explain economic/cultural sovereignty; e.g.: <ul style="list-style-type: none">• foreign investment• free trade; e.g., North American Free Trade Agreement (NAFTA)• fishing limits• law of the sea• acid rain• Great Lakes pollution• Arctic sovereignty• media

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: SECURITY</p> <p><i>Students will be expected to understand that:</i></p> <p>a. Canadian security has been achieved and is maintained through alliances, agreements and independent action</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>alliances</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly examine historical and current military involvements:</p> <ul style="list-style-type: none"> • Canada in the British Empire • NATO • NORAD • entering World War II
<p>THEME III: COOPERATION</p> <p><i>Students will be expected to understand that:</i></p> <p>a. Canada works cooperatively and collectively with other nations and within world agencies and organizations</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>internationalism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Select examples of Canada's international involvements; e.g.:</p> <ul style="list-style-type: none"> • United Nations <ul style="list-style-type: none"> – peacekeeping • foreign aid programs • Commonwealth • La Francophonie • sports

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic B or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **select appropriate sources of information on an issue**
- **organize and use information from a variety of sources, including print and nonprint**
- **identify bias in various sources**
- **compare a variety of viewpoints on issues**
- **take effective notes and summarize materials.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **express and defend ideas in written form**
- **express ideas in visual form, by preparing materials for display**
- **discuss and defend a point of view**
- **report on research results.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **work at individual tasks in a group situation**
- **work together in proposing and discussing alternative solutions to issues**
- **cooperate in decision making.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions, using process, communication and participation skills.

Students will be expected to develop the ability to:

- **apply critical and creative thinking skills in problem solving and decision making**
- **examine and consider alternatives before making a decision**
- **assess the consequences of taking a particular course of action**
- **evaluate the effect of a particular decision taken by the Government of Canada**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **respect for and appreciation of the uniqueness of Canada**
- **an appreciation of our evolving Canadian heritage**
- **openness to new ideas and opinions about the nature of Canadian society**
- **respect for the right of all Canadian citizens to express alternative points of view**
- **sensitivity to what being Canadian means to different people in different regions of Canada**
- **preference for peaceful resolution of conflict in personal relations and in society as a whole**
- **respect for the many cultural groups in Canada**
- **continuing interest in national, political, social and cultural affairs in Canada**
- **an appreciation of Canada's role as a nation in an interdependent world.**

CANADA IN THE MODERN WORLD

Topic B: Citizenship in Canada

DESCRIPTION

Responsible citizenship in a democratic society such as Canada's requires the understanding and the exercising of rights and responsibilities by individuals and groups. In this unit, students will gain an understanding of the rights and responsibilities of citizenship and the knowledge and skills necessary for participation in the Canadian political process and in Canadian society.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- **assess the strengths and weaknesses of Canada's democratic system**
- **evaluate the adequacy of human rights protection in Canada**
- **assess a variety of points of view on controversial citizenship issues before forming an opinion**
- **develop and examine possible solutions to current citizenship issues.**

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one question and one issue must be addressed using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- To what extent should individual freedom be limited in order to benefit society?
- To what extent should citizens participate in their community?
- Should voting in elections be required by law?
- Should elected representatives vote according to the views of their constituents or according to the position taken by their party?

Examples of Questions

- What are the rights and responsibilities of a citizen in a democratic society?
- How is the balance between social control and the protection of individual freedom provided for in the Canadian system of government?
- How do individuals and groups influence the political decision-making process?
- Why is it necessary to have an informed public in a democratic society?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

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Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: RIGHTS AND RESPONSIBILITIES</p> <p><i>Students will be expected to understand that:</i></p> <p>a. there are rights and responsibilities associated with citizenship</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>rights responsibilities</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly explain rights and responsibilities of citizens:</p> <ul style="list-style-type: none"> • rights <ul style="list-style-type: none"> – Canadian Charter of Rights and Freedoms, 1982 – Alberta Human Rights, Citizenship and Multicultural Act, 1996 – Alberta Human Rights Commission – legal rights • responsibilities <ul style="list-style-type: none"> – legal; e.g., jury duty – implied; e.g., caring for others

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: RIGHTS AND RESPONSIBILITIES (continued)</p> <p>b. the rights and responsibilities of individuals and groups in Canadian society have evolved and continue to change</p>	<p>discrimination prejudice respect</p>	<p>Study at least one example of a situation where individual freedom or rights have been limited; e.g.:</p> <ul style="list-style-type: none"> • Aboriginal peoples' rights • children's rights • the rights of persons with disabilities • language rights • minority rights • gender rights • workers' rights
<p>THEME II: GOVERNMENT AND POLITICS</p> <p><i>Students will be expected to understand that:</i></p> <p>a. politics are a feature of everyday life</p> <p>b. in order to function, Canada's government has a formal structure based on underlying rules and principles</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>decision making</p> <p>federalism democracy rule of law party system responsible government</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Illustrate consensus, influence, negotiation and compromise by referring to examples from:</p> <ul style="list-style-type: none"> • school • community • workplace • provincial level • national level <p>Describe Canada's political structure by explaining the following:</p> <ul style="list-style-type: none"> • constitutional monarchy • representative government • constitution • levels of government <ul style="list-style-type: none"> – federal – provincial – municipal • branches of government <ul style="list-style-type: none"> – executive – legislative – judicial

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: GOVERNMENT AND POLITICS (continued)</p> <p>c. in a democratic society there are a variety of means used to resolve disagreements peacefully</p>	<p>conflict cooperation justice</p>	<ul style="list-style-type: none"> • passage of a bill • major political parties <ul style="list-style-type: none"> – Liberal – Progressive Conservative – New Democratic Party – Bloc Québécois – Canadian Alliance <p>Choose at least one example of a resolution of either an historical or a current disagreement; e.g.:</p> <ul style="list-style-type: none"> • use of court appeals • plebiscite/referendum • political compromise • negotiation • arbitration
<p>THEME III: CITIZEN PARTICIPATION</p> <p><i>Students will be expected to understand that:</i></p> <p>a. citizens can be involved and participate in society</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>participatory citizenship</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Select examples of community involvement; e.g.:</p> <ul style="list-style-type: none"> • Rural/Neighbourhood Crime Watch • Block Parent • Crime Stoppers • service groups • volunteers
<p>b. there are methods of participating in and influencing the political decision-making process in Canada</p>	<p>power influence</p>	<p>Examine how individuals participate in the political process; e.g.:</p> <ul style="list-style-type: none"> • campaigning/joining/forming parties • voting • joining or influencing those who have power and influence • example of media influence on political decision making • labour and professional groups

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: CITIZEN PARTICIPATION (continued)</p> <p>c. Canadian citizenship is acquired by various methods</p>	<p>citizenship</p>	<p>Examine examples of input by citizens; e.g.:</p> <ul style="list-style-type: none"> • letters • petitions • plebiscite/referendum • demonstrations • lobbying by special interest groups <p>Identify methods of gaining citizenship:</p> <ul style="list-style-type: none"> • naturalization • birth

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic A or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **identify and use relevant information from print and nonprint sources**
- **distinguish between fact and opinion**
- **analyze a variety of proposed solutions to a problem or an issue**
- **organize material in note form.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **defend a position in a short, written assignment**
- **discuss issues**
- **convey information and express ideas, using a visual format**
- **speak effectively in presenting a point of view.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **interact with others in a variety of group settings**
- **participate in group decision making**
- **work effectively with others.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions, using process, communication and participation skills.

Students will be expected to develop the ability to:

- **use the creative and critical thinking skills necessary for responsible citizenship**
- **consider alternatives, make decisions and substantiate choices**
- **examine the processes whereby decisions affecting themselves and society are made**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **an appreciation of the responsibilities inherent in the democratic way of life**
- **a willingness to accept responsibility for the consequences of one's actions**
- **an appreciation of and respect for the rights of others**
- **and value peaceful resolution of conflict**
- **a respect for the rights of others to hold opinions different from one's own**
- **an appreciation of the fact that citizenship involves participation in the community and the nation.**

SOCIAL STUDIES 23

THE GROWTH OF THE GLOBAL PERSPECTIVE

Topic A: The Development of the Modern World

DESCRIPTION

Important changes in European society have helped to shape the modern world. In this unit, students will examine three historical themes in European society: the shift from a local outlook to a more national outlook; the shift from a rural/agrarian way of life to an urban/industrial way of life; and the shift from a hierarchical society to a more egalitarian society. The object of this study is to provide students with an understanding of the impact new ideas and changes have had and continue to have on society.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- analyze the impact on the world of the growth of nationalism in Europe
- assess the impact of industrialization on Europe
- analyze the growth of egalitarianism in Europe
- draw comparisons between changes in Europe and developments in the world today
- evaluate the impact of nationalism on the world of the future.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- To what extent should nationalism be encouraged?
- Should further industrialization be encouraged?
- Should society provide for greater social equality?

Examples of Questions

- How did nationalism develop in Europe?
- What were some positive and negative consequences of the development of nationalism?
- Why can industrialization be viewed as a positive or a negative force?
- How have demands for social equality had an impact on Europe?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: NATIONALISM</p> <p><i>Students will be expected to understand that:</i></p> <p>a. people lived more localized lives in the past</p> <p>b. a sense of national identity came to play a more important role in people's lives</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>tradition loyalty</p> <p>patriotism nation nationalism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Select an example to illustrate locally focused life:</p> <ul style="list-style-type: none"> • pre-revolutionary France <p>Examine the French Revolution to show evolving nationalism:</p> <ul style="list-style-type: none"> • causes • new sense of nationalism; e.g.: <ul style="list-style-type: none"> – National Assembly – symbols (flag/anthem/holidays) – levée en masse – public education • Napoleon's use of nationalism

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: NATIONALISM (continued)</p> <p>c. the rise of nationalism has resulted in conflicting national interests</p> <p>d. nationalism continues to be an important force in the twentieth century</p>	<p>alliances militarism conflict total war</p> <p>sovereignty self-determination</p>	<p>Examine nationalism in the nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> national unification <ul style="list-style-type: none"> Germany World War I <ul style="list-style-type: none"> causes, including national, economic and military rivalries the nature of the conflict; e.g., trench warfare, new weapons Treaty of Versailles <p>Select an example to illustrate types of nationalism in today's world; e.g.:</p> <ul style="list-style-type: none"> a group seeking to be recognized as a nation a nation striving to maintain its independence a nation acting in its own interest within the international sphere; e.g., economically, militarily, or in sports
<p>THEME II: INDUSTRIALIZATION</p> <p><i>Students will be expected to understand that:</i></p> <p>a. European society was agrarian and localized in the past</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>social hierarchy</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Select an example to illustrate the nature of pre-industrial society:</p> <ul style="list-style-type: none"> England France

Generalizations and Key Understandings	Concepts	Related Facts and Content
THEME II: INDUSTRIALIZATION (continued)		
b. industrialization contributed to numerous and extensive changes in European society	industrialization urbanization	Examine the impact of industrialization in England or France: <ul style="list-style-type: none"> • causes • economic development <ul style="list-style-type: none"> – expansion of markets – growth of factories • society <ul style="list-style-type: none"> – urbanization – quality of life – rise of the middle class – rise of the working class • politics <ul style="list-style-type: none"> – a brief reference to liberalism, conservatism, socialism
c. industrialization affected Europe's relations with the rest of the world	imperialism	Examine the relations between industrialized European nations and other nations: <ul style="list-style-type: none"> • nineteenth century imperialism <ul style="list-style-type: none"> – causes – examples – effects on international relations
d. industrialization continues to be a major force	technology	Select at least one example of the impact of industrialization on today's world; e.g.: <ul style="list-style-type: none"> • effects of new technology; e.g., computers, automation • newly industrialized nations; e.g., South Korea, Mexico

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME III: EGALITARIANISM</p> <p><i>Students will be expected to understand that:</i></p> <p>a. people lived in a more stratified and highly immobile society in the past</p> <p>b. equality and the potential for social mobility have increased for the individual</p> <p>c. changes in equality and social mobility have had, and continue to have, an impact on society</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>privilege</p> <p>equality mobility individual freedoms</p> <p>egalitarianism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Examine the structure of society in pre-revolutionary France:</p> <ul style="list-style-type: none"> • Three Estates <p>Select examples from revolutionary France or nineteenth century England to illustrate:</p> <ul style="list-style-type: none"> • social mobility • distribution of wealth • extension of suffrage <p>Examine the impact on society (past and present) of several of the following changes:</p> <ul style="list-style-type: none"> • social programs • education • universal suffrage • role of women • protection of rights

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic B or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **interpret written and visual materials**
- **summarize written materials**
- **analyze data through concept mapping or retrieval charts**
- **use maps to gather, analyze and provide information**
- **assess more than one point of view on an issue.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **construct time lines, flow charts and retrieval charts to display ideas**
- **defend a point of view in a multi-paragraph composition**
- **prepare a research project with a bibliography**
- **present an informed position in a discussion or informal debate.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **contribute to group discussions**
- **work effectively with others in a variety of group settings**
- **work within group rules and decisions to complete a task**
- **organize and plan activities, and help make decisions as a group member.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions, using process, communication and participation skills.

Students will be expected to develop the ability to:

- **evaluate the effect of a particular change on European society in the past**
- **examine the impact of one force of change from Europe on the modern world**
- **examine a variety of viewpoints before forming an opinion.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- **an appreciation that present society has been shaped by past experiences**
- **an appreciation that change in society is accompanied by positive and negative consequences**
- **an appreciation that alternative viewpoints exist toward developments that have changed our society**
- **an appreciation of the role of new ideas and developments in a changing society**
- **respect for the right of others to hold a different point of view.**

THE GROWTH OF THE GLOBAL PERSPECTIVE

Topic B: Challenges in the Global Environment

DESCRIPTION

Differing viewpoints on quality of life exist in today's world. In this topic, students will examine how global imbalances, environmental factors and differing perspectives influence quality of life in an interdependent global community. To improve quality of life, one must consider possible alternatives, as well as the impact of these changes. The object of this study is for students to recognize the diversity and interrelatedness of the world so that they can participate more effectively as responsible world citizens.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- evaluate the diversity and disparity of world regions
- explain the interdependent nature of the world
- examine quality of life from their own perspective and from other perspectives
- evaluate the impact of different approaches to development
- assess proposed future alternatives to current quality of life.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities, such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- To what extent should our concept of quality of life be used as a measure of quality of life in other nations?
- To what extent should the resources of the world be shared?
- Should we, as individuals, share the responsibility for meeting the social and economic needs of other people?

Examples of Questions

- What are some perspectives on quality of life?
- How do political and economic decisions and actions taken in one part of the world have effects on another part of the world?
- How does the use of resources affect the environment?
- How does the use of resources affect global relations?
- How can individuals or groups play a role in international issues?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: GLOBAL REGIONALISM</p> <p><i>Students will be expected to understand that:</i></p> <p>a. there is diversity in the economic and social conditions and cultural backgrounds of people in the world</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>diversity disparity culture</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Illustrate diversity in the world through a brief overview of world geography:</p> <ul style="list-style-type: none"> • political units and alignments • geographical regions • economic zones <p>Focus on examples of diversity in the world through a brief overview:</p> <ul style="list-style-type: none"> • social conditions; e.g., health, literacy, nutrition, population growth • economic development; e.g., agriculture, manufacturing • cultural backgrounds; e.g., language, religion • political stability

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: GLOBAL REGIONALISM (continued)</p> <p>b. perspectives on quality of life are influenced by various factors within a society</p>	<p>quality of life standard of living value system</p>	<p>Illustrate differing perspectives and factors that influence quality of life by comparing selected countries from Africa, Asia and the Americas:</p> <ul style="list-style-type: none"> • beliefs and values; e.g., religious, social and material • social structure • demography • environment • government policies • economic strategies
<p>THEME II: GLOBAL INTERDEPENDENCE AND QUALITY OF LIFE</p> <p><i>Students will be expected to understand that:</i></p> <p>a. quality of life is influenced by the interdependence of peoples and nations</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>interdependence</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Select examples to illustrate global interdependence and its effect on quality of life; e.g.:</p> <ul style="list-style-type: none"> • trade • multinational/transnational corporations • migration of people • technological exchange • cultural exchange/tourism • communication/transportation • diplomacy; e.g., economic summits • medical advances • foreign debt

Generalizations and Key Understandings	Concepts	Related Facts and Content
THEME II: GLOBAL INTERDEPENDENCE AND QUALITY OF LIFE (continued)		
b. environmental situations affect quality of life	environmental deterioration ecological balance resource depletion resource renewal	Select examples of environmental situations focusing on their effects on quality of life; e.g.: <ul style="list-style-type: none"> • deforestation/reforestation • desertification/reclamation • environmental pollution/restoration; e.g., recycling, ozone layer depletion, greenhouse effect • ecological management; e.g., new crops, irrigation, conservation farming
c. economic activities affect quality of life	resource distribution cooperation technology	Select examples of economic activities that affect quality of life; e.g.: <ul style="list-style-type: none"> • foreign investment • trade • resource development • multinational corporations • industrial integration • local economic activities <ul style="list-style-type: none"> – subsistence agriculture – cooperatives – industries – other activities
d. differing perspectives and approaches may be used to improve quality of life	sustainable development social action	Choose examples of possible strategies that individuals or groups may take to improve quality of life; e.g.: <ul style="list-style-type: none"> • changes in government • redistribution of land • foreign aid • foreign investment • nationalization of key institutions/industries • education/training • use of technology • self-help projects and local initiatives • consumer awareness • volunteerism • political action

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic A or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **locate, interpret and organize information from print and nonprint sources**
- **identify points of view or perspectives from various sources of information**
- **predict outcomes of alternative futures based on factual data**
- **examine evidence and evaluate alternatives before making a decision.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **write a report based on factual data to support a position**
- **present information in such forms as maps, diagrams and charts**
- **prepare visuals and notes for delivery of a presentation**
- **defend a position in a group discussion.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **contribute information on issues and questions in the classroom**
- **work independently as part of a larger group**
- **work effectively with others in a variety of group settings.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions, using process, communication and participation skills.

Students will be expected to develop the ability to:

- **consider alternative perspectives, make decisions and defend their choices**
- **use appropriate inquiry models to answer questions, solve problems and resolve issues**
- **critically examine developments that may affect quality of life**
- **evaluate alternative solutions on global issues.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- an appreciation that diversity exists in the world
- an appreciation that there are different perspectives on quality of life
- an appreciation that responsible world citizenship includes recognizing the interdependent nature of the world
- a respect for the right of others to hold different viewpoints on global issues
- an appreciation that there are varied approaches to the resolution of global issues
- an interest in current international issues.

SOCIAL STUDIES 33

THE CONTEMPORARY WORLD **Topic A: Political and Economic Systems**

DESCRIPTION

Important differences exist in the way societies make decisions and how they satisfy their needs and wants. These differences reflect the value placed on individual and collective goals within political and economic systems. Consequently, the degree of freedom and control varies among different political and economic systems. The objective of this study is to enable students to acquire an understanding of major political and economic ideas and systems so that they can participate as effective and responsible citizens.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- compare the basic characteristics of the major political and economic systems
- evaluate strengths and weaknesses of the major political and economic systems in practice
- identify various viewpoints on issues and recognize the values underlying differing positions
- propose solutions to political and economic problems.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry. Issues and questions should be selected so that both the political and economic components of the topic are addressed.

Examples of Issues

- Should individuals be held responsible for their own economic well-being?
- To what extent should governments control the lives of individuals?
- To what extent should governments pursue the common good?
- Should political participation be compulsory?

Examples of Questions

- What are the essential features of the major political and economic systems?
- In what ways does leadership in democracies compare with leadership in authoritarian states?
- How do individuals exert influence within the major political systems?
- What are the similarities and differences between public and private enterprise?
- How are the decisions about the production and distribution of goods and services determined in each economic system?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: POLITICAL SYSTEMS</p> <p><i>Students will be expected to understand that:</i></p> <p>a. all societies have a form of political organization for decision making</p> <p>b. political systems are organized for the exercise of power by individuals and/or groups based on their ideology</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>organization order security decision making</p> <p>power leadership democracy/ participation majority rule/ minority rights dictatorship/elitism ideology fascism communism</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Examine simple organizational models relevant to student experiences to show the decision-making process; e.g.:</p> <ul style="list-style-type: none"> home, school, work, clubs, teams <p>Briefly compare dictatorship and democracy in terms of:</p> <ul style="list-style-type: none"> simple models of power and decision making <ul style="list-style-type: none"> leadership (responsibility, division of power) citizen's role ideology <ul style="list-style-type: none"> view of human nature goals of systems

Generalizations and Key Understandings	Concepts	Related Facts and Content
THEME I: POLITICAL SYSTEMS (continued)		<p>Use the criteria above to illustrate differences among the major political systems in practice; briefly examine examples of:</p> <ul style="list-style-type: none"> • democracies <ul style="list-style-type: none"> – Canada – the United States of America • dictatorships <ul style="list-style-type: none"> – Nazi Germany – the Soviet Union • current and/or historical situations
c. the role of the individual varies from one political system to another	human rights citizenship	<p>Compare political systems in terms of:</p> <ul style="list-style-type: none"> • individual participation • decision making • basic human rights and freedoms
d. political systems continue to evolve	constitutional change reform	<p>Examine examples of:</p> <ul style="list-style-type: none"> • political change: <ul style="list-style-type: none"> – Canada (attempts at changing the Constitution) – Soviet Union (glasnost)
THEME II: ECONOMIC SYSTEMS <i>Students will be expected to understand that:</i>	<i>Students will be expected to develop an understanding of the following concepts:</i>	<i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i>
a. economic decisions must be made to meet the needs and wants of individuals because resources are limited	scarcity needs wants cooperation competition	<p>Use examples from student experiences to develop ideas about how we make choices within the limits of our resources; e.g.:</p> <ul style="list-style-type: none"> • home, school, community, work
b. economic systems are organized in different ways to deal with basic economic questions that arise from the problem of scarcity	private enterprise public enterprise mixed economy individualism collectivism	<p>Briefly examine the basic economic questions and how they are addressed in economic systems:</p> <ul style="list-style-type: none"> • what is produced • how it is produced • how it is distributed/allocated

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: ECONOMIC SYSTEMS (continued)</p> <p>c. each economic system provides benefits to individuals in varying degrees</p>	<p>standard of living quality of life</p>	<p>Identify the essential features of the following types of economic systems:</p> <ul style="list-style-type: none"> • market economy (capitalism) <ul style="list-style-type: none"> – supply and demand – individualism – incentive – private ownership • centrally planned economy (socialism) <ul style="list-style-type: none"> – central planning – collectivism – incentive – public ownership • mixed economy <ul style="list-style-type: none"> – balance between private and public enterprise – direct and indirect controls <p>Briefly examine how economic decisions are/were made in the following countries:</p> <ul style="list-style-type: none"> • Canada • the United States of America • the Soviet Union • Sweden <p>Compare each economic system in terms of:</p> <ul style="list-style-type: none"> • individual security • economic freedom • consumer choice • economic stability • economic growth • availability of basic services • efficiency • distribution of income • cost of living

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: ECONOMIC SYSTEMS (continued)</p> <p>d. economic systems adapt to new ideas and changing circumstances</p>	<p>government intervention privatization deregulation</p>	<p>Briefly examine several of the following ideas, and refer to current illustrations where appropriate:</p> <ul style="list-style-type: none"> • incentives/subsidies • interest rate/money supply • redistribution of wealth • ownership and regulation of business • job creation • environmental legislation • other; e.g., Soviet Union (perestroika)

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic B or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **select and organize information from a variety of references for a particular purpose**
- **note key ideas to identify a speaker's or writer's purpose**
- **interpret information by selecting main ideas, key points and supporting points**
- **analyze information to detect bias, propaganda or opinion**
- **synthesize information to identify alternative positions.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **clearly express ideas in oral and written form**
- **express and defend a point of view**
- **select and use an appropriate medium for presenting ideas**
- **acquire and use vocabulary appropriate to course content.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **show respect for the rights and opinions of others**
- **work independently and in group settings**
- **share information on controversial issues in a rational manner**
- **identify and apply leadership abilities.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- **distinguish between relevant and irrelevant information**
- **use an appropriate problem-solving model to answer a question or solve a problem**
- **employ a decision-making model to examine alternatives for resolving an issue**
- **evaluate alternative political and economic systems in regard to individuals, groups and society.**

Attitude Objectives

The nature of social studies requires the examination of values and the encouragement of positive attitudes among students. While attention should be given to developing as many desirable personal characteristics and attitudes in students as possible, some attitudes need to be identified for particular emphasis in each topic. Students should participate in activities that help develop positive attitudes toward one another. Learning should take place in an atmosphere of free and open inquiry.

Students will be expected to develop:

- a willingness to accept some responsibility for political and economic matters affecting society
- a willingness to consider a variety of perspectives on an issue before making a decision
- an appreciation that decision making should be based on a critical examination of information and alternative viewpoints
- a positive attitude toward the exercising of responsibilities and rights of citizenship in a democratic society.

THE CONTEMPORARY WORLD

Topic B: Global Interaction: The 20th Century and Today

DESCRIPTION

Global interaction has been largely motivated by nations and groups seeking to promote and protect their own interests. In addition, international organizations and individuals have worked toward humanitarian goals. Concern about the consequences of conflict, a desire for peace, and an awareness of the interdependence of nations have led to increasing efforts and initiatives toward international cooperation. In order for students to participate effectively as responsible citizens of Canada and the world, they should understand how other nations and groups have sought to protect and promote their own national interests. Students should also appreciate how individuals and groups contribute to, and are affected by global interactions, and how these interactions have consequences for their lives and the global community.

CRITICAL AND CREATIVE THINKING GOALS

In order to encourage critical and creative thinking, students should acquire the knowledge and skills necessary to:

- develop criteria to assess efforts to promote international cooperation
- develop and evaluate approaches to resolving international disputes
- analyze the causes and consequences of selected major international disputes
- assess current international events from varying perspectives.

It must be recognized that the degree to which students will be able to address the goals listed above will vary. Students should engage in activities such as role playing, simulations, debates, presentations or research assignments that give them an opportunity to participate, and to develop critical and creative thinking. These goals can be used in conjunction with selected issues and questions for inquiry.

ISSUES AND QUESTIONS FOR INQUIRY

In this topic, at least one issue and one question must be addressed, using appropriate inquiry strategies (see page 4). Students are encouraged to address several issues and questions for inquiry. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Examples of Issues

- Should nations ever go to war?
- To what extent should nations promote international cooperation and peace?
- Should individuals/organizations take a more active role in international affairs?
- To what extent should national needs and wants override global welfare?

Examples of Questions

- What major factors influence interaction among nations?
- How do nations seek to protect and enhance their own national interests?
- What are the major consequences of international disputes?
- In what ways can individuals contribute to resolving world problems?
- How have nations worked together to solve problems?
- How can the major threats to the survival of the global community be reduced?

SPECIFIC LEARNER OBJECTIVES

In order to provide a clear statement of what students are expected to learn about this topic, the content has been organized into knowledge, skill and attitude objectives. However, for instructional purposes, the knowledge, skill and attitude objectives are to be incorporated into an organizational model for teaching the topic. Flexibility in selecting and designing an instructional organization for the unit is intended to accommodate the needs of students, maximize the use of available resources, and allow for coordination of instructional planning. Consequently, the knowledge, skill and attitude objectives should be integrated for instructional purposes, not taught in an isolated fashion. It is intended that each topic should receive equal

emphasis in the course. Equal weighting should be given to knowledge and skill objectives in each topic. Attitude objectives should be addressed throughout the topic. Assessment of attitude objectives should not be used in calculating grades.

Knowledge Objectives

The generalizations and key understandings, concepts and related facts and content listed in this topic are presented as an outline of the required content and help to organize the knowledge objectives. **The generalizations and key understandings are the most important knowledge objectives.** The concepts and related facts and content should be developed and used to facilitate an understanding of the Generalizations and Key Understandings.

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: INTERACTIONS AMONG NATIONS (1919–1945)</p> <p><i>Students will be expected to understand that:</i></p> <p>a. interactions among nations involve a wide range of motives, methods and consequences</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>nationalism internationalism cooperation conflict</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Examine simple models and/or examples from current events and student experiences to develop ideas about motives, methods and consequences of global interactions:</p> <ul style="list-style-type: none"> • motives <ul style="list-style-type: none"> – security – peace – prosperity – promote or defend against ideologies – prestige

Generalizations and Key Understandings	Concepts	Related Facts and Content
THEME I: INTERACTIONS AMONG NATIONS (1919–1945) (continued)		<ul style="list-style-type: none"> • methods <ul style="list-style-type: none"> – treaties/agreements – diplomacy – sanctions – alliances – international law – confrontations – war • consequences <ul style="list-style-type: none"> – new social roles and attitudes – new economic and political relations – territorial changes
b. major interactions among nations often result in changes within countries	self-determination social change	Review changes that occurred as a result of World War I: <ul style="list-style-type: none"> • the effect of peace treaties in Europe <ul style="list-style-type: none"> – Treaty of Versailles • creation of new states <ul style="list-style-type: none"> – Poland – Czechoslovakia – Yugoslavia • social transformation <ul style="list-style-type: none"> – role of women – attitudes toward war
c. global interaction results in new directions in international relationships	global collective security national security	Examine the efforts of nations to provide for their security: <ul style="list-style-type: none"> • League of Nations • disarmament conferences • regional alliances • isolationism • appeasement
d. economic crisis may result in changes that challenge international security	depression militarism aggression arms race	Examine the challenges to international security prior to World War II posed by: <ul style="list-style-type: none"> • the Great Depression <ul style="list-style-type: none"> – protectionism – indebtedness • the rise of totalitarian states <ul style="list-style-type: none"> – Nazi Germany – Japan

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME I: INTERACTIONS AMONG NATIONS (1919–1945) (continued)</p> <p>e. the Second World War changed the scope and nature of warfare</p>	<p>total war genocide human rights</p>	<ul style="list-style-type: none"> the failure of the League of Nations <ul style="list-style-type: none"> Japanese invasion of Manchuria Italian invasion of Abyssinia Germany's rearmament and expansion <p>Examine the characteristics and consequences of World War II:</p> <ul style="list-style-type: none"> blitzkrieg mass bombings Holocaust use of atomic weapons war crimes
<p>THEME II: THE RISE OF THE SUPERPOWERS AND THE EMERGENCE OF THE UNITED NATIONS (1946–1975)</p> <p><i>Students will be expected to understand that:</i></p> <p>a. since World War II, nations and international organizations have used a variety of means to provide for national interests and international stability in the world</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>superpowers collective security regional alliances international organizations</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly examine how the following relate to international cooperation, international confrontation and superpower management of conflict:</p> <ul style="list-style-type: none"> wartime conferences United Nations Marshall Plan COMECON European Union

Generalizations and Key Understandings	Concepts	Related Facts and Content
<p>THEME II: THE RISE OF THE SUPERPOWERS AND THE EMERGENCE OF THE UNITED NATIONS (1946–1975) (continued)</p> <p>b. the struggle between the Soviet Union and the United States of America dominated international relations</p> <p>c. new nation–states have affected the role of the superpowers and international relations</p>	<p>cold war brinkmanship spheres of influence confrontation containment deterrence peaceful coexistence</p> <p>alignment revolution military intervention non-alignment independence</p>	<p>Refer to the following items to illustrate the struggle between the United States of America and the Soviet Union:</p> <ul style="list-style-type: none"> • Truman Doctrine • arms race/nuclear weapons • Korean War • NATO • Warsaw Pact • NORAD • Cuban Missile Crisis <p>Briefly examine the impact of the emergence of new nations on international relations. Select at least one example to illustrate different effects; e.g.:</p> <ul style="list-style-type: none"> • India and Pakistan • China (1949) • Vietnam • Israel
<p>THEME III: INTERACTIONS IN THE CONTEMPORARY WORLD (1975–PRESENT)</p> <p><i>Students will be expected to understand that:</i></p> <p>a. the role of the superpowers changed in response to a variety of causes</p>	<p><i>Students will be expected to develop an understanding of the following concepts:</i></p> <p>disarmament conflict management détente independence unification</p>	<p><i>Students will be expected to use the related facts and content to develop the generalizations, key understandings and concepts:</i></p> <p>Briefly examine changes that affected the superpowers:</p> <ul style="list-style-type: none"> • tensions; e.g.: <ul style="list-style-type: none"> – Afghanistan – Central America • cooperation; e.g.: <ul style="list-style-type: none"> – arms reduction talks

Generalizations and Key Understandings	Concepts	Related Facts and Content
THEME III: INTERACTIONS IN THE CONTEMPORARY WORLD (1975–PRESENT) (continued)		<ul style="list-style-type: none"> • changes in Europe <ul style="list-style-type: none"> – 1989 revolutions in eastern Europe and aftermath – re-unification of Germany • disintegration of the Soviet Union
b. interdependence among nations is increasing	interdependence globalization	Examine at least one current example of interdependence; e.g.: <ul style="list-style-type: none"> • European Union • international debt • new technology • multinational corporations • NAFTA
c. individuals and organizations play a role in addressing international concerns	environmentalism human rights humanitarianism	Examine at least one current example of how individuals and groups are attempting to solve international concerns and problems: <ul style="list-style-type: none"> • human rights movements • environmental movements • international conferences and organizations

Skill Objectives

Skills have been organized into process, communication and participation categories, with inquiry strategies included to emphasize the fact that skills are interrelated and often developed together. This section contains a list of skills to be addressed in this topic; however, these skills may be interchanged with those listed in Topic A or addressed in both topics at this grade level. Skills are interrelated and should be integrated with the knowledge and attitude objectives in the instructional process.

Process Skills

Process skills help one acquire, evaluate and use information and ideas. These skills include gathering, organizing, interpreting, analyzing, synthesizing and evaluating.

Students will be expected to develop the ability to:

- **locate, select, interpret and organize information from print and nonprint sources**
- **interpret visual images and recognize cartoons and pictures as sources of information**
- **analyze information to determine accuracy and relevancy**
- **synthesize information gathered from a variety of sources**
- **evaluate the appropriateness of the process used to arrive at a decision.**

Communication Skills

Communication skills help one express and present information and ideas. These skills include oral, visual and written expression.

Students will be expected to develop the ability to:

- **deliver information in oral presentations with the aid of prepared notes**
- **defend a point of view in a written composition**

- **demonstrate learning by producing or displaying work, such as models, timelines, art work, cartoons or videotapes**
- **use prewriting strategies in the preparation and development of written work, such as brainstorming, concept mapping or outlining.**

Participation Skills

Participation skills enable one to interact with others. These skills include working effectively, individually and cooperatively, in group situations.

Students will be expected to develop the ability to:

- **contribute ideas confidently in a variety of group settings, such as brainstorming, class discussions and small group discussions**
- **work effectively with others in a variety of group settings**
- **participate in a group setting by assuming various roles, such as leader, participant, recorder or reporter.**

Inquiry Strategies

Inquiry strategies are combinations of skills that help one answer questions, solve problems and make decisions using process, communication and participation skills.

Students will be expected to develop the ability to:

- **use appropriate inquiry models to answer questions, solve problems and resolve issues regarding perspectives on global interaction**
- **develop a conclusion/solution to problems and issues related to global interaction**
- **assess evidence and evaluate solutions to problems and issues as to feasibility and desirability**
- **assess the impact of global interaction on their lives.**

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Attitude Objectives

The nature of social studies is the examination of values and the development of positive attitudes among students. Students should be given to developing positive personal characteristics and attitudes. As far as possible, some attitudes need to be emphasized in each subject. Students should participate in activities that develop positive attitudes toward one another. This should take place in an atmosphere of open inquiry.

Students will be expected to develop

- an appreciation for different perspectives and different issues
- a desire to keep informed and to affect society
- an appreciation for the contributions of different groups and individuals to the development of ways of resolving international issues
- a tolerance for the right of others to hold and express different attitudes.

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